



Chesterfield-Ruby Middle

14445 Highway #9
Chesterfield, SC 29709

Grades	6-8 Middle School	
Enrollment	468 Students	
Principal	Dr. Andrea L. Hampton	843-623-9401
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

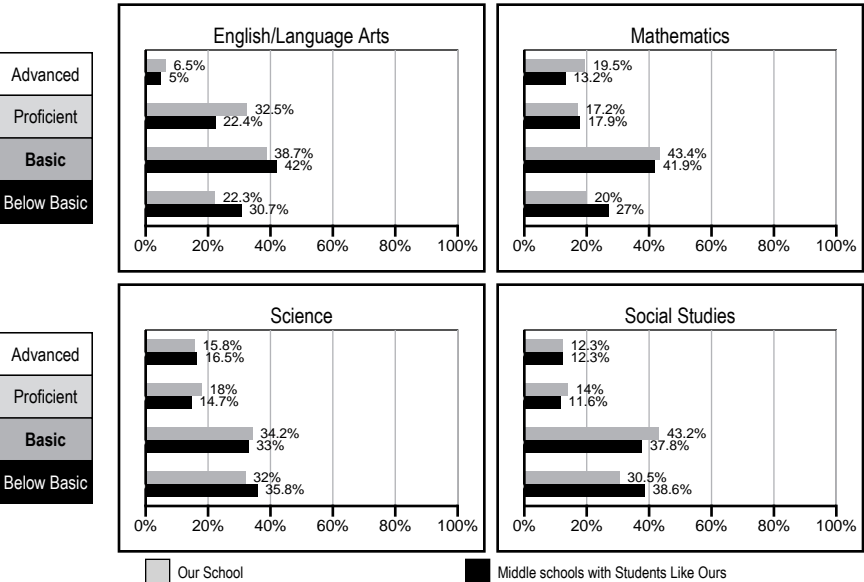
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	30	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	97.0
English 1	0	96.7
Physical Science	0	50.0
All Subjects	0	96.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=468)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	23.3%	19.4%
Retention rate	2.8%	No Change	1.6%	1.8%
Attendance rate	96.0%	No Change	95.9%	95.8%
Eligible for gifted and talented	23.5%	Down from 24.3%	17.4%	15.3%
With disabilities other than speech	11.4%	Up from 11.1%	14.2%	12.9%
Older than usual for grade	1.7%	Up from 1.3%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 53.1%	53.5%	55.0%
Continuing contract teachers	66.7%	Up from 62.5%	73.9%	70.6%
Teachers with emergency or provisional certificates	7.4%	Down from 10.3%	5.4%	5.4%
Teachers returning from previous year	88.3%	Down from 89.6%	85.2%	83.4%
Teacher attendance rate	96.4%	Down from 97.5%	94.8%	94.9%
Average teacher salary	\$42,570	Down 1.5%	\$44,375	\$44,706
Professional development days/teacher	10.0 days	Down from 19.8 days	11.3 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.9 to 1	20.5 to 1	20.1 to 1
Prime instructional time	91.1%	Down from 91.8%	89.2%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.7%	Down from 99.3%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,093	Up 17.3%	\$6,993	\$7,097
Percent of expenditures for instruction*	62.0%	Down from 66.7%	63.9%	64.4%
Percent of expenditures for teacher salaries*	59.6%	Down from 65.1%	59.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

At Chesterfield-Ruby Middle School, EXCELLENCE IS OUR STANDARD! High expectations, a committed faculty/staff, and strong parental/community involvement makes Chesterfield-Ruby Middle School stand out as one of the best middle schools in Chesterfield County! Our school proudly served over 460 students during the 2007-2008 school year with a staff of 56 individuals committed to supporting our mission to produce Challenged, Responsible, Motivated Students by providing an EXCELLENT education to every student!

Continuous improvement is an integral part of our belief system; therefore, all faculty meetings held as their foundation an instructional focus. The primary focus for this year's professional development was reading and discussing literature designed to strengthen our ability to effectively work with adolescents. Teachers met with their department and grade-level colleagues frequently to study the standards and align lessons with the standards and assessment data. Several teachers attended a variety of professional conferences throughout the school year. Fifty-two students successfully completed the first year of our single-gender program in 8th Grade.

Our school embraced our parents and community by hosting various events focused on fostering collaboration and positive character development. Events included a Back to School Family Fun Night, A Luncheon Celebration of the Young Adolescent, Live Out Loud, Morning Inspiration Programs, Parenting Workshops, Grandparent's Day Breakfast, Veterans Day Parade and Luncheon, Manpower Luncheon, Student Faculty Basketball Game, and a Formal 8th Grade Completion Ceremony. Our entire school family sponsored a Relay for Life Team and donated over \$10,000 to the American Cancer Society.

This year was filled with a variety of honors and recognitions. We recognized two Duke Scholars, and eight South Carolina Junior Scholars. Forty-one students earned recognition as A Honor Roll students for the entire year. Eighty-seven students were recognized for being on the A/B Honor Roll the entire year. Fifty-nine students attended school every day for the entire year. For the sixth consecutive year, the Chesterfield-Ruby Band was honored by the South Carolina Band Director's Association with the Outstanding Performance Award. Our athletic department had a banner year, winning conference championships in wrestling and baseball and finishing second place in girls' basketball.

We take pride in pursuing excellence and being CHAMPIONS FOR ALL CHILDREN!

Andrea L. Hampton, Ed.D., Principal
Dianne Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	143	48
Percent satisfied with learning environment	100.0%	81.0%	89.6%
Percent satisfied with social and physical environment	100.0%	85.9%	83.3%
Percent satisfied with school-home relations	100.0%	85.9%	79.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	455	99.8	23	38.4	32.2	6.4	50.1	42.6	48.2	Yes	Yes
Gender											
Male	227	99.6	33.2	41	24	1.8	38.2	35.9	41.7	N/A	N/A
Female	228	100	12.8	35.8	40.4	11	61.9	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	294	100	18	37.5	36	8.5	57.6	53.3	60	Yes	Yes
African American	157	99.4	32.4	41.2	24.3	2	35.1	28.2	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	56	100	80.4	17.6	2	0	3.9	12.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	264	99.6	31.5	43.1	22.2	3.2	36.7	31.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	455	99.8	20.5	43.2	17	19.3	49	41.8	45.8	Yes	Yes
Gender											
Male	227	99.6	27.2	41	13.8	18	41	39.9	45.6	N/A	N/A
Female	228	100	13.8	45.4	20.2	20.6	56.9	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	294	100	15.5	41	18.7	24.7	56.2	54	59	Yes	Yes
African American	157	99.4	29.7	46.6	14.2	9.5	35.1	25.4	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	56	100	72.5	23.5	3.9	0	7.8	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	264	99.6	28.2	46.4	14.1	11.3	39.1	31.4	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	295	99.3	32.3	34.1	17.9	15.8	33.7	31.1	35.7	96	95.7
Gender											
Male	150	98.7	38.7	26.8	17.6	16.9	34.5	31.7	37.4	95.3	95.5
Female	145	100	25.5	41.6	18.2	14.6	32.8	30.6	33.8	96.6	95.9
Racial/Ethnic Group											
White	190	100	25.4	34.3	18.8	21.5	40.3	42	49.2	95.6	95.4
African American	102	98	45.3	33.7	15.8	5.3	21.1	16.7	17	96.6	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	98.3	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	N/A	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.9	95.4
Disability Status											
Disabled	33	100	86.7	13.3	0	0	0	11.3	14	93	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	167	98.8	41.9	35.5	13.5	9	22.6	22.3	21.1	95.7	95.3

Social Studies

All Students	300	99.7	30.4	43.4	14	12.2	26.2	30.3	34	96	95.7
Gender											
Male	142	99.3	33.6	38.1	14.9	13.4	28.4	31.7	36.6	95.3	95.5
Female	158	100	27.6	48	13.2	11.2	24.3	28.8	31.3	96.6	95.9
Racial/Ethnic Group											
White	193	99.5	20.7	44	19	16.3	35.3	39.9	44.5	95.6	95.4
African American	106	100	48.5	41.6	5	5	9.9	17.5	19.1	96.6	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	N/A	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.9	95.4
Disability Status											
Disabled	38	100	79.4	17.6	2.9	0	2.9	13.8	14.4	93	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	176	99.4	40.6	43.6	10.3	5.5	15.8	21.3	21	95.7	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	136	100	26.2	29.2	40	4.6	44.6
	7	159	100	26.8	39.6	31.5	2	33.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	152	100	21.1	33.3	37.4	8.2	45.6
	7	140	100	22.7	44.7	28	4.5	32.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	136	100	14.6	37.7	30.8	16.9	47.7
	7	159	100	16.8	51	16.8	15.4	32.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	152	100	12.9	33.3	21.1	32.7	53.7
	7	140	100	12.9	50.8	17.4	18.9	36.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	67	100	37.5	40.6	17.2	4.7	21.9
	7	159	100	28.2	41.6	18.1	12.1	30.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	98.7	29.6	21.1	22.5	26.8	49.3
	7	140	100	25	40.2	18.9	15.9	34.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	70	100	7.7	49.2	24.6	18.5	43.1
	7	159	100	43	38.9	11.4	6.7	18.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	77	100	16	42.7	20	21.3	41.3
	7	140	100	38.6	40.9	9.1	11.4	20.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample